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ABSTRACT

This guide is intended for use in the development of an English-as-a-Second-Language (ESL) course, and civics. The guide was produced in response to the high proportion of amnesty applicants illiterate in Spanish, their native language, and in need of instruction in ESL and civics, which are necessary for legalization. The guide consists of five sections. The first section contains a course outline for Spanish literacy, ESL, and civics, including 156 specific competencies in Spanish literacy, civics in Spanish, ESL structure, and ESL life skills. The second section offers ideas for inclusion of a unit on self-esteem and group interaction through communication. The third section consists of activities and reproducible materials for a 2-hour lesson in Spanish literacy and civics. Section four provides organizational guidelines and suggestions, including: specific planning and implementation ideas; self-esteem exercises; first-day objectives; suggestions for preventing problems, and for class organization; and a lesson format chart for 4 days of the week. The fifth section is a sample lesson plan for vocational ESL, with student and teacher activity sheets. A list of suggested materials and resources is attached. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ED320463

# Spanish Literacy

# ESL and Civics

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## INTRODUCTION

The Los Angeles Unified School District is fortunate that up to now the Amnesty Preparation Program has attracted to the adult schools more than 103,000 individuals who might not ordinarily be seeking education. From this student population, the schools have reported that about ten percent of the Latino participants are not literate in Spanish. This fact translates to several thousand students in the District who are in need of literacy instruction.

Pedagogical literature tells us that primary language literacy facilitates the acquisition of second language skills. This is especially true when the two languages are Spanish and English. A well designed and implemented educational program can capitalize on the similarities between the two languages to smooth out the transition from Spanish to English literacy.

This sample handbook of a work-in-progress will help establish a course which includes Spanish literacy, ESL, and civics instruction, with a unifying strand for the continued development of students' positive self-concept.

Appreciation is expressed to the following individuals for assistance in developing this handbook:

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# SECTION A

CBE
Competency-Based Education

NEW COURSE OUTLINE

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COURSE NO.: 50-01-77 LOCATION: CAS

TITLE: SPANISH LITERACY, CIVICS, AND ESL

DEPARTMENT: Amnesty Preparation/Citizenship

CREDITS: 5 APPROVED: 1989

HOURS: 200 APPORTIONMENT NO.: 03.036.000

COURSE DESCRIPTION:
This competency-based course for non-literate Spanish-speaking adults contains pre- and basic reading and writing skills in Spanish; rudimentary civics information in Spanish on being a participating member of society, and a minimal English-as-a-Second Language component.

PREREQUISITES:
Be a native-speaker of Spanish.

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LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Adult and Occupational Education
Instructional Services Unit
Adult Curriculum Office

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Appreciation is expressed to the following individuals for their contributions in developing this course outline:

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Note: Competencies 1 through 64 = Spanish Literacy.

Competencies 65 through 106 = Civics in Spanish.

Competencies 107 through 138 = ESL Structure.

Competencies 139 through 156 = ESL Life Skills.

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
For The Spanish Literacy, Civics, and ESL Course

| COMPETENCY AREAS AND STATEMENTS | MINIMAL COMPETENCIES |
|---|---|
| A. LETTER SOUNDS<br><br>Learn the sounds of the letters of the alphabet.<br><br>(10 hours) | 1. Learn the sounds of the letters in the following sequence:<br>A E I O U M S P L T D N<br>RR R N C/k/ QU F CH<br>B G/g/ GU J G/x/ Z C/s/<br>V/b/ LL H GU<br>Y X K W<br>2. Identify letter sound in initial position.<br>3. Identify letter sound in final position.<br>4. Differentiate between the sound of a letter and the name of a letter.<br>Orient to Alphabet |
| B. PRINTING<br><br>Print upper and lower case letters.<br><br>(10 hours) | 5. Hold and use pencil appropriately.<br>6. Recognize letters.<br>7. Match initial letter with visual.<br>8. Write the Spanish alphabet. |
| C. NUMERALS<br><br>Write numerals from 0 to 100.<br><br>(5 hours) | 9. Recognize numerals 0 1 2 3 4 5 6 7 8 9.<br>10. Combine numerals to represent numbers from 1 to 100. |

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| D. SYLLABLES<br><br>Combine consonants and vowels to form syllables.<br><br>(5 hours) | 11. Identify C V (consonant/vowel) combinations as syllables.<br>12. Read simple C V syllables.<br>13. Differentiate between a letter and a syllable.<br>14. Differentiate between the silent H and the letter CH.<br>15. Recognize and read syllables with the consonant clusters:<br>BL CL FL GL PL TL<br>BR CR DR FR GR PR TR<br>16. Read the following syllables:<br>/k/ CA QUE QUI CO CU<br>/g/ GA GUE GUI GO GU<br>/x/ JA JE/GE JI/GI JO JU<br>/gu/ GÜE GÜI |
| E. WORDS<br><br>Combine syllables to form words.<br><br>(15 hours) | 17. Take dictation on 10 simple 2-3 syllable words.<br>18. Dictate 10 words to another student.<br>19. Write own name, address and telephone number. |
| F. SENTENCES<br><br>Write a sentence with proper capitalization and punctuation. | 20. Copy a sentence from the board.<br>21. Capitalize the first word in a sentence.<br>22. Capitalize names of persons, countries and other geographical locations on 2 sample sentences.<br>23. End a sentence with a period.<br>24. Start and end a question with question marks.<br>25. Start and end an exclamation with exclamation marks.<br>26. Separate words in a series with commas. |

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| (20 hours) | 27. Write 3 simple sentences.<br>28. Circle conjunctions in a sentence.<br>29. Write 3 compound sentences.<br>30. Change a sentence from the present to the past.<br>31. Rewrite a sentence by changing the subject from singular to plural. |
| G. DICTIONARY<br><br>Use the dictionary.<br><br>(5 hours) | 32. Recite or write the Spanish alphabet from memory.<br>33. Find 3 words and copy short definitions.<br>34. Write a list of 5 words with synonyms.<br>35. Write a list of 5 words with antonyms. |
| H. PARAGRAPH<br><br>Write a paragraph.<br><br>(15 hours) | 36. Take dictation on a paragraph.<br>37. Change a paragraph from present to past.<br>38. Rewrite a paragraph by changing the subject from plural to singular.<br>39. Organize events in chronological order.<br>40. Categorize information.<br>41. Underline the topic sentence in a paragraph.<br>42. Identify and circle transitional word in a sample paragraph.<br>43. Write a 1-paragraph autobiography. |
| I. PRACTICAL WRITING<br><br>Apply writing to practical purposes. | 44. Copy a short friendly letter.<br>45. Copy a short business letter.<br>46. Copy address on an envelope.<br>47. Write a telephone message. |

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| (10 hours) | 48. Prepare an absence excuse for school.<br>49. Write a message on a postcard.<br>50. Fill out a job application. |
| J. NEWSPAPER<br><br>Read a newspaper article.<br><br>(5 hours) | 51. Infer the content of an article from the headline.<br>52. Answer 3 questions on an article.<br>53. Explain why the student agrees or disagrees with the article.<br>54. Summarize an article.<br>55. Analyze a picture.<br>56. Interpret a simple graph for information. |
| K. TRANSITION TO ENGLISH LITERACY<br><br>Comprehend that most Spanish reading skills can be applied to reading English. | 57. Understand that the following consonants and clusters are pronounced the same in Spanish and English:<br>B C/k//s/ D F G<br>K L M N P Q S<br>T W X/ks/ Y/-i/<br>BL CL FL GL PL<br>BR CR DR FR GR PR TR<br><br>58. Pronounce 10 English words that use the same-sound consonants.<br>59. Underline cognates from a sample English paragraph.<br>eg. radio radio<br>continente continent<br>independencia independence<br>60. Recognize 10 common Spanish affixes and their English equivalents from a list.<br>eg. rápidamente rapidly<br>subversivo subversive |

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| (15 hours) | 61. Divide a Spanish sentence and an English sentence into S V O to show their syntactical relationship.<br>e.g. El presidente\|firmó\|un documento<br>The president\|signed\|a document |
| L. THE INDIVIDUAL - DEVELOPING A SELF-CONCEPT<br><br>Clarifies through discussion an awareness of self-concept.<br><br>(5 hours) | 62. Appreciate being oneself.<br>63. Know personal needs.<br>64. Identify three different ways in which values may change behavior. |
| M. EARLY AMERICA<br><br>Recognize contribution to early America.<br><br>(3 hours) | 65. Know that Christopher Columbus was the European explorer who discovered America.<br>66. Understand that Spain claimed the land that Christopher Columbus discovered.<br>67. Know when the Pilgrims arrived in America.<br>68. Know where the Pilgrims settled.<br>69. Know that George Washington is called "The Father of Our Country."<br>70. Know that George Washington was the first president of the United States. |

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| N. THE THIRTEEN COLONIES<br><br>Understand the formation of the thirteen colonies and their independence from England.<br><br>(3 hours) | 71. Know the reasons why settlers came to America.<br>72. Recognize the names of two of the original thirteen colonies.<br>73. Understand two reasons for declaring independence from England.<br>74. Know the meaning of the Fourth of July.<br>75. Understand one concept of the Declaration of Independence. |
| O. THE FLAG<br><br>Recognize the American flag as a the United States.<br><br>(1 hour) | 76. Recognize the flag of the United States.<br>77. Understand what the stars and stripes on the flag represent. |
| P. MAPS AND GLOBES<br><br>Interpret graphic material such as a map and a globe.<br><br>(2 hours) | 78. Identify the globe as a model of the earth.<br>79. Recognize map and globe concepts.<br>80. Locate the United States boundaries and territories on a map. |
| Q. VOTING<br><br>Comprehend the concept of a participatory/ representative form of government. | 81. Discuss the voting system to elect a representative.<br>82. List three advantages of a secret ballot.<br>83. Give an example each of a democracy, a monarchy, and a dictatorship.<br>84. Compare a democracy to a monarchy or a dictatorship. |

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| (2 hours) | 85. Discuss why an informed citizenry is essential in a democracy.<br>86. Name the current president of the United States.<br>87. Give an example of a decision the president made as a representative of the American people. |
| R. RIGHTS AND RESPONSIBILITIES<br><br>Understand some and responsibilities of living in the United States America.<br><br>(2 hours) | 88. List and discuss 5 services the government offers its residents.<br>89. List the 10 freedoms in the Bill of Rights.<br>90. Select one of those freedom and explain its importance.<br>91. Describe 3 responsibilities of a resident, eg. pay taxes. |
| S. RESIDENCY<br><br>Make decisions on the Amnesty/ Citizenship process based on current information.<br><br>(2 hours) | 92. React orally to information on Amnesty/citizenship presented by a guest speaker.<br>93. Participate in a mock INS (Immigration/Naturalization Service) interview.<br>94. Analyze information on a current citizenship issue in a newspaper article.<br>95. Know where to go to seek information, eg. legal advice.<br>96. Interpret data on obtaining residency and/or citizenship. |

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| T. HOUSING<br><br>Understand housing rights and responsibilities.<br><br>(1 hour) | 97. Know where to look for housing.<br>98. Identify home repair and infestation problems.<br>99. Understand the importance of keeping receipts. |
| U. EMPLOYMENT<br><br>Discuss issues affecting employment.<br><br>(2 hours) | 100. Express task responsibilities in common occupations.<br>101. Understand the importance of punctuality.<br>102. Understand job variables such as part-time, different shifts and overtime pay. |
| V. EDUCATION<br><br>Articulate the importance of taking advantage of educational opportunities.<br><br>(2 hours) | 103. Discuss the vocational training available in nearby centers.<br>104. Understand the educational opportunities available to each family member.<br>105. Know about the services offered at a public library.<br>106. Recognize the educational value of visiting museums and other sites. |
| W. TO BE<br><br>Use the verb <u>to be</u> in basic communication.<br><br>(6 Hours) | 107. Make an affirmative statement in the present tense.<br>108. Make a negative statement in the present tense.<br>109. Change an affirmative statement to a negative statement.<br>110. Ask a question.<br>111. Give a short affirmative answer.<br>112. Give a short negative answer. |

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| X. ACTION VERBS<br><br>Use action verbs in the present tense.<br><br>(5 hours) | 113. React to 3 Total Physical Response Commands.<br>114. Make an affirmative statement.<br>115. Make a negative imperative sentence. |
| Y. QUESTION WORDS<br><br>Understand and use who, what, where, when, and how in questions.<br><br>(6 hours) | 116. Answer a who question.<br>117. Ask a question with who about a family member.<br>118. Answer a what question.<br>119. Ask a question with what about the time.<br>120. Ask a where question.<br>121. Ask a question with where about an object in the room.<br>122. Ask a when question.<br>123. Answer a when question about a birthday.<br>124. Answer a how question.<br>125. Ask a question with how in a greeting. |
| Z. PREPOSITIONS<br><br>Use the preposition in, on, at, under, to, and from.<br><br>(4 hours) | 126. Describe contents of a container by using the word in.<br>127. Tell where an object is by using on.<br>128. Tell the whereabouts of a student by using at.<br>129. Tell where an object is in the classroom by using under.<br>130. Talk about a place to visit by using to.<br>131. Answer a question about the country of origin by using from. |

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| AA. CONJUNCTIONS<br><br>Use and, and or.<br><br>(2 hours) | 132. Give a list of 3 items to buy at the store by using and.<br>133. Offer two beverage choices by using or. |
| BB. NOUN PHRASES<br><br>Use nouns, pronouns and adjectives.<br><br>(5 hours) | 134. Identify common and proper nouns in the classroom.<br>135. Substitute nouns with personal pronouns.<br>136. Use adjectives to describe nouns. |
| CC. ADVERBS<br><br>Use adverbs to indicate place, time sentence modification, and frequency.<br><br>(3 hours) | 137. Use adverbs such as here and today in conversation.<br>138. Use yes and no in conversation. |
| DD. PERSONAL IDENTIFICATION<br><br>Ask and answer questions about personal data.<br><br>(5 hours) | 139. Use greetings in conversation.<br>140. Ask and answer questions about name, gender and age.<br>141. Give information on address and place of origin. |
| EE. IMMEDIATE ENVIRONMENT<br><br>Describe the immediate environment.<br><br>(4 hours) | 142. Name the common objects in a classroom.<br>143. Talk about time, date, and the weather. |

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| FF. FAMILY<br><br>Ask and answer question about family members.<br><br>(3 hours) | 144. Answer questions about the whereabouts of family members.<br>145. Describe family members' schooling, employment or activities. |
| GG. HEALTH<br><br>Express health needs.<br><br>(5 hours) | 146. Identify pains and discomforts.<br>147. Give medical information. |
| HH. COMMUNITY RESOURCES<br><br>Understand how to use community resources.<br><br>(2 hours) | 148. Know how to use transportation systems.<br>149. Contact the police or fire department in emergency situations.<br>150. Ask for a Spanish speaking service provider. |
| II. CONSUMER ECONOMICS<br><br>Know how to communicate shopping needs.<br><br>(5 hours) | 151. Ask for assistance.<br>152. Understand and use the American monetary system.<br>153. Ask for various food products at the grocery store.<br>154. Ask for clothing by color and size. |
| JJ. OCCUPATIONAL KNOWLEDGE<br><br>Know information about employment.<br><br>(5 hours) | 155. Ask for a job.<br>156. Report an absence from work. |

# SECTION B

As teachers we recognize the role of motivation in learning. It is central, essential and the single most powerful determinant in the learning process. We recognize that motivation is dependent on a positive self concept and on self confidence. The individual who feels capable of learning and who experiences success, is confident and motivated to learn and achieve more. The learning process consequently gathers momentum and results in further success.

In examining the profile of the Spanish-speaking Hispanic immigrant, we find that they have a great appreciation for education; they value it highly. They view it as the key to success for their children. They are motivated and eager to learn themselves, but most often lack the time, resources and physical energy to attend classes. Hispanic immigrants have come seeking a better life for themselves and their families. They have surmounted tremendous obstacles and survived. They have shown extraordinary stamina and the will to achieve. These accomplishments alone, underscore their potential for success. However the educational setting is a new experience of a different order. In the classroom the preliterate Hispanic immigrant is surrounded by the trapping of a literate culture foreign to him/her and faces a frightening experience. They need to be encouraged and affirmed as they apply their tenacity and skills to a new task.

The time given by the teacher to the task of confidence-building will be key in unleashing the best efforts of the students. Through out the learning process and perhaps especially at the beginning, opportunities for reflection upon past accomplishments should be provided. The activities should focus on acceptance from both peers and teachers. The time spent in group bonding and integration will have far reaching effects, beginning the integration process into society.

## Self-Esteem Activities

Below are two group activities which can be used to promote group integration and affirmation. The first can be used during the first week of school as an introduction and communication technique.

I. Group Integration Through Communication

A. Draw an iceberg, on the blackboard (tempano de hielo)

B. Elicit from class, ideas as to the drawing.

C. Reflect upon this idea: A person is like an iceberg - very little is known by what is seen above the water - by appearances and name. The bulk of the iceberg and of a person, in concealed. The family history, likes, dislikes and values are hidden.

D. The teacher models the sharing "below the water line". Then students in pairs, ( 5 minutes each) share something of personal history - place of birth, family size, marital status, travel, work, - things that are important to the them.

E. After 10 minutes the class listens as each pair introduces their partner-name, place of birth and one thing that impressed them (1-3 minutes each).

F. After each pair the teacher leads applause to welcome the pair.

G. When everyone is "presented", the teacher may comment on the variety, or richness of the group.

This exercise has the effect of highlighting each person as a unique individual. For many it is the only time they have been presented to a group. The common experience is unifying and bonds are formed through the identification of shared experiences, values or country of birth.

II. Reflection on Personhood

The purpose of this activity/reflection is to establish the fact that all persons have the right and responsibility to develop according to their nature as persons - to think, to act, to decide, to take responsibility. Not to develop and grow as a person is an injustice - denial of personhood.

This exercise can be used as an introduction to the Civics component of the Amnesty course - to entering a new culture and society - to what it means to be a citizen. The American Constitution is based on the concept of the equality of persons and on their fundamental human rights. This exercise can serve as a presentation of the rationale for the rights and duties of American citizens and of all new residents of this country.

Self-Esteem Activities (Cont.)

Begin with Figure 1 (a rock)

Elicit: a. What can a rock do?
b. What must it do?
c. What rights does it have?
d. How must we treat a rock?

The discussion brings out that a rock exists, it has no rights. We can use it and we do not violate its nature or its rights.

Figure 2 (a flower or a plant)

Elicit as above, a, b, c, and d.

A plant has life. It grows, reproduces, feels, and eats. Because it has life, it has rights. If we respect these rights, we can have a healthy plant.

Figure 3 (a small animal)

Elicit as above, a, b, c, and d.

An animal has life too. It also possesses freedom of movement, instinct, exhibit loyalty, recognition, etc. It should be treated with compassion. To withhold food or exercise from it is a violation of its nature and its rights.

Figure 4 (a person)

Elicit as above, a, b, c, and d.

In addition to what the lower orders of creation possess, people have intellect, will, opinions, creativity, the right to think and act, and to create their environment. They must be treated differently from a rock, a plant, or an animal, as they have rights that can be violated.

Closure: Discuss what was learned from the exercise.

# SECTION C

## Spanish Literacy and Civics Lesson

Time: 120 minutes

**Objectives:**

I. Spanish Literacy:

a. Read and write words that contain syllables with the consonant clusters BL, FR, PR, TR.

II. Amnesty Prep Module:

a. Recognize the flag of the United States.

b. Understand what the stars and stripes mean.

c. Understand that we respect the flag because it represents our country.

**Materials:** The flag of the United States
Flash cards with the vocabulary words
Pictures of a school, post office, classroom, government building, stadium
Tape of "The Star Spangled Banner" (optional)

**Activities in Spanish:**

I. Describe the flag while pointing to its parts. Use this activity also to review digits 0 to 9 and numbers 13 and 50.

II. Have students describe their own country's flag (colors, symbols, etc.) and compare those flags to the United States flag.

III. Read the lesson aloud while the students listen.

IV. Ask comprehension questions.

V. Read the lesson aloud while the students read silently.

VI. Read the lesson chorally.

VII. Drill the words containing consonant clusters using the flash cards.

VIII. Write the words on the board and have the students copy them.

IX. Have students work in pairs to dictate to each other.

X. Dictate the words to the students.

XI. Have the students write the words on the board for correction.

XII. Give feedback and recognition for each student's effort either orally or in writing.

**Extension Activities:**

I. Discuss where the flag is displayed showing the pictures of those places.

II. Introduce the customs associated with the National Anthem.

a. Stand up
b. Face the flag
c. Take off your hat (men)
d. Listen to the music (Teacher plays music [if available] or sings)
e. Sit down

This exercise is intended to help students identify the National Anthem when they hear it and <u>not</u> to learn the words.

## La bandera de los Estados Unidos

Esta es la bandera de los Estados Unidos. La bandera tiene estrellas. Las estrellas son blancas. El color detrás de las estrellas es azul. La bandera tiene franjas. Las franjas son rojas y blancas.

La bandera tiene trece franjas. Cada franja representa uno de los estados originales. En un principio había trece estados. La bandera tiene cincuenta estrellas. Cada estrella representa uno de los estados actuales. Hay cincuenta estados.

Hacemos juramento a la bandera. La bandera representa nuestro país.

**Vocabulario**

1. estrellas
2. blancas
3. detrás
4. franjas
5. trece
6. representa
7. principio
8. nuestro

## Ejercicios

A. Copie estas palabras dos veces.

1. estrellas _____ _____
2. blancas _____ _____
3. detrás _____ _____
4. franjas _____ _____
5. trece _____ _____
6. representa _____ _____
7. principio _____ _____
8. nuestro _____ _____

B. Escriba la palabra que falta.

1. La bandera tiene cincuenta _____.
2. Las estrellas son _____.
3. El color _____de las estrellas es azul.
4. La bandera tiene _____ __franjas.

C. Conteste las preguntas como en el ejemplo.

Ejemplo: ¿Hacemos juramento a la bandera?

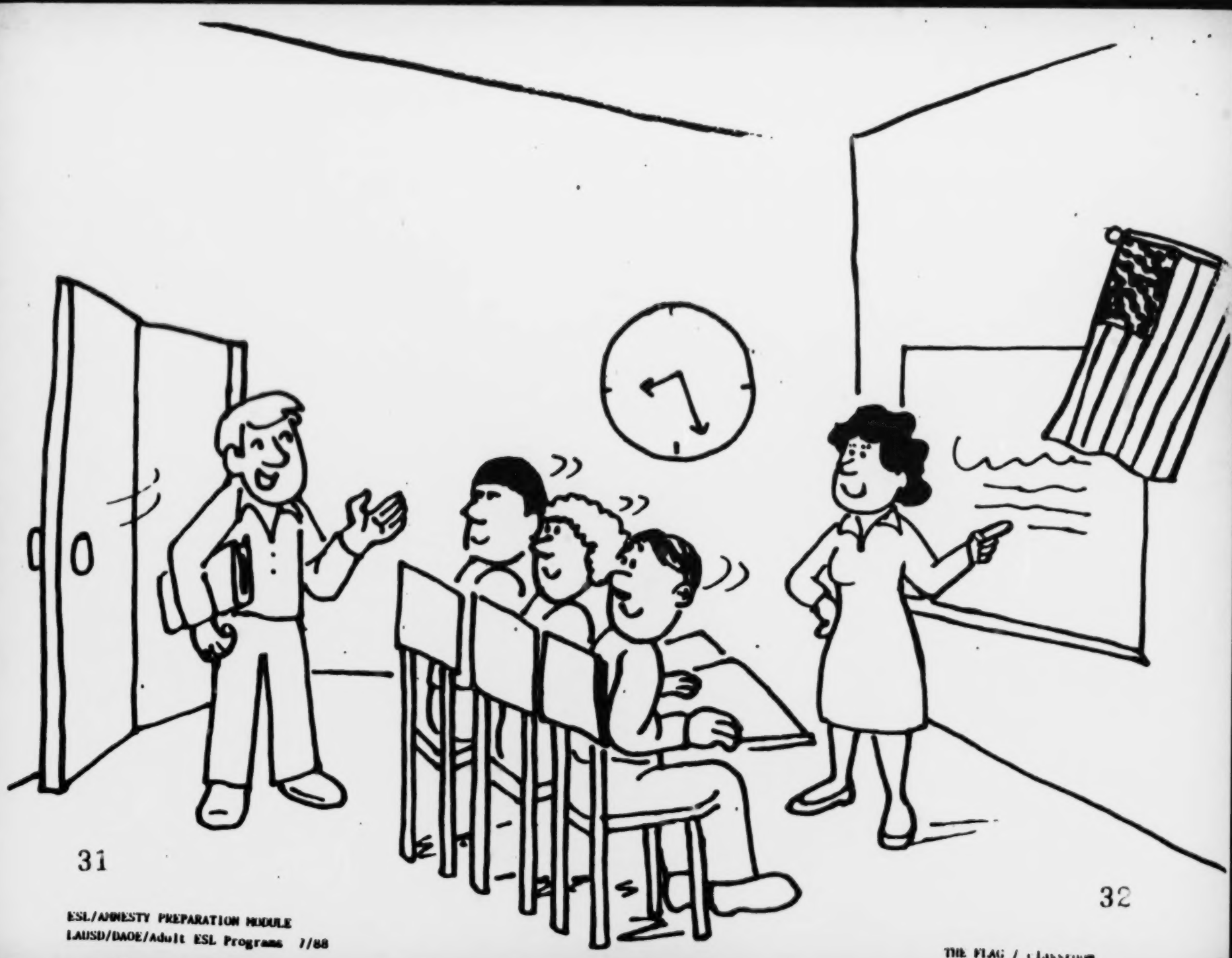
Sí, hacemos juramento a la bandera.

1. ¿Las franjas son rojas y blancas?

Sí, _____

_____.

blancas



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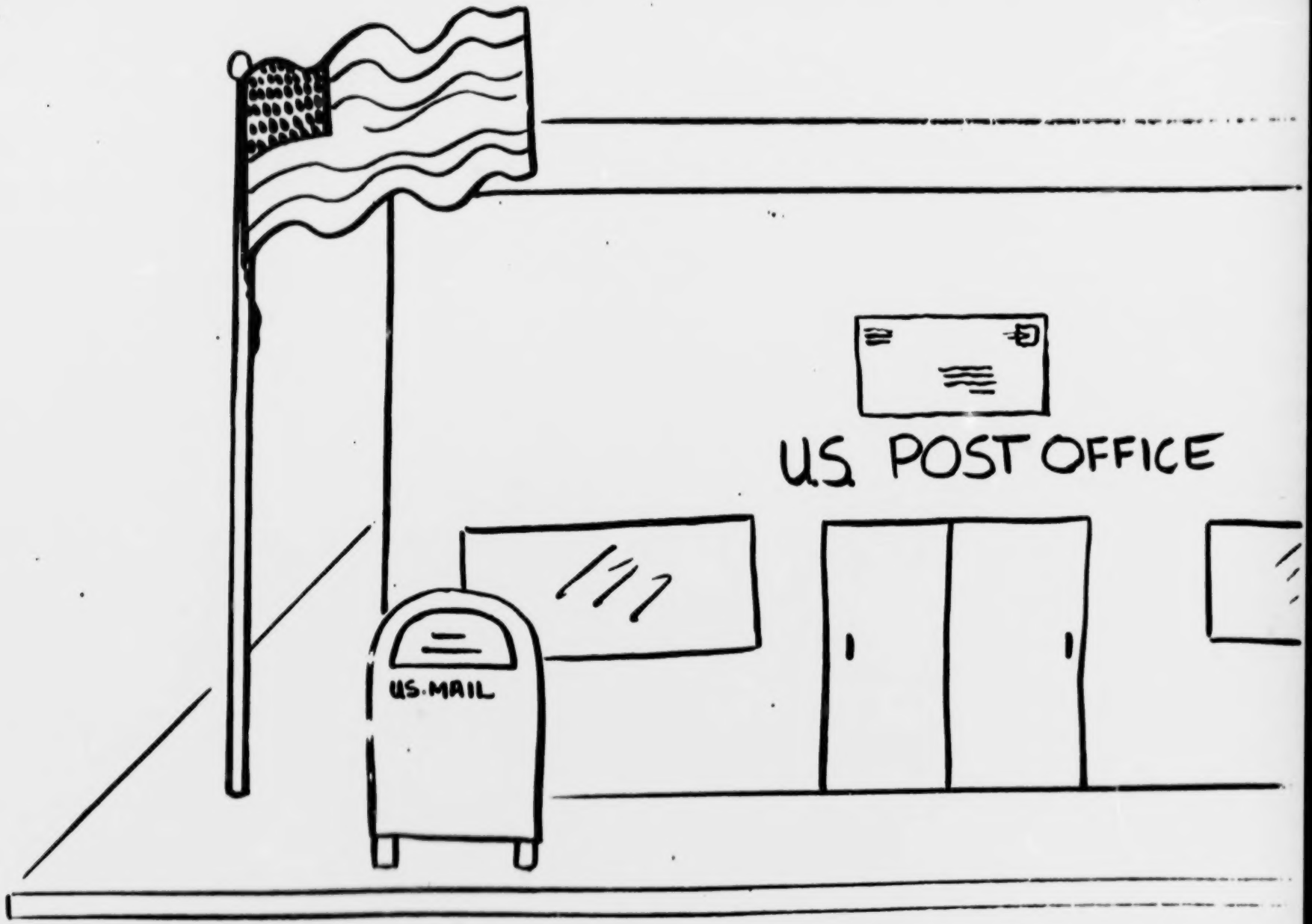
THE FLAG / a classroom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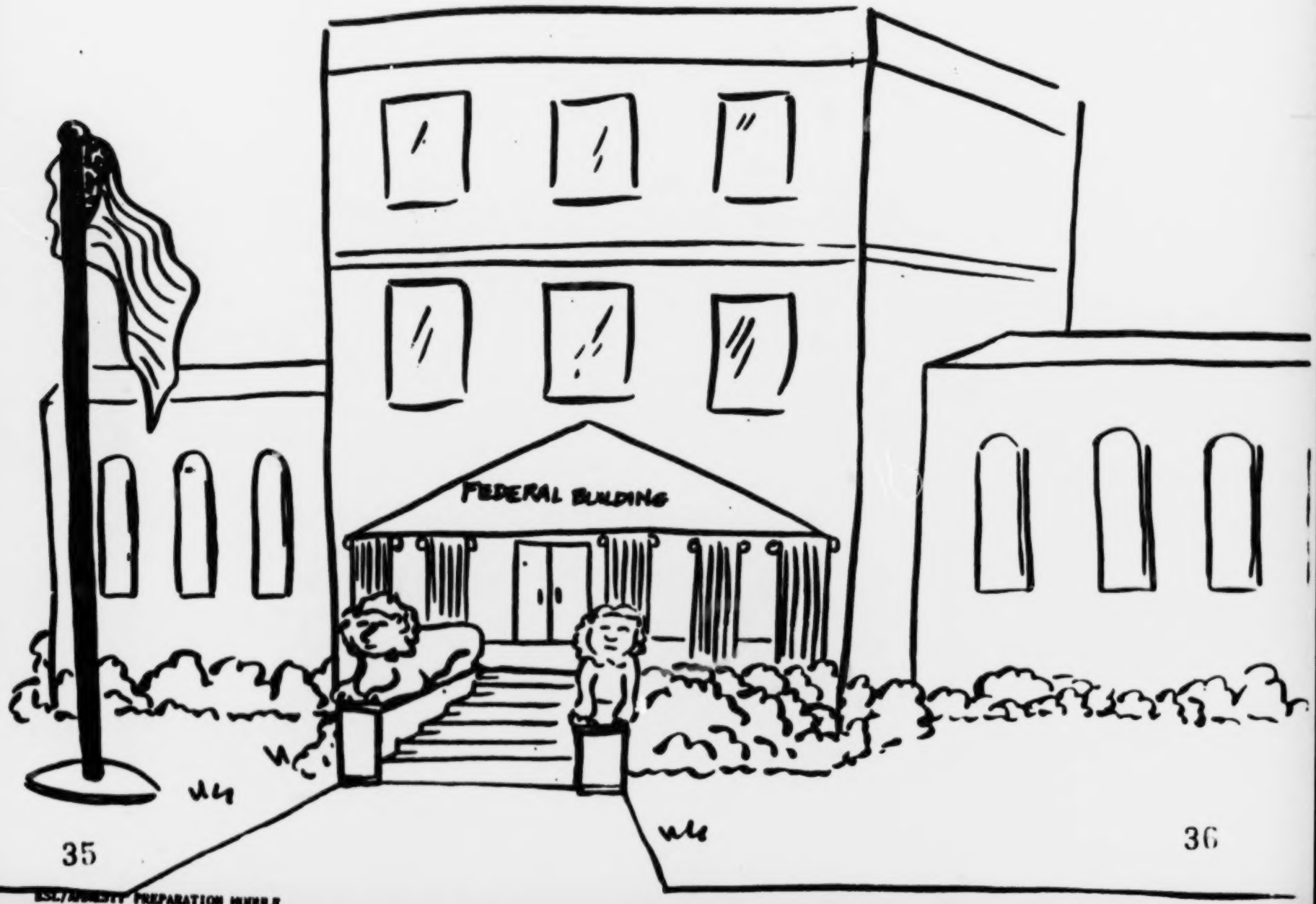


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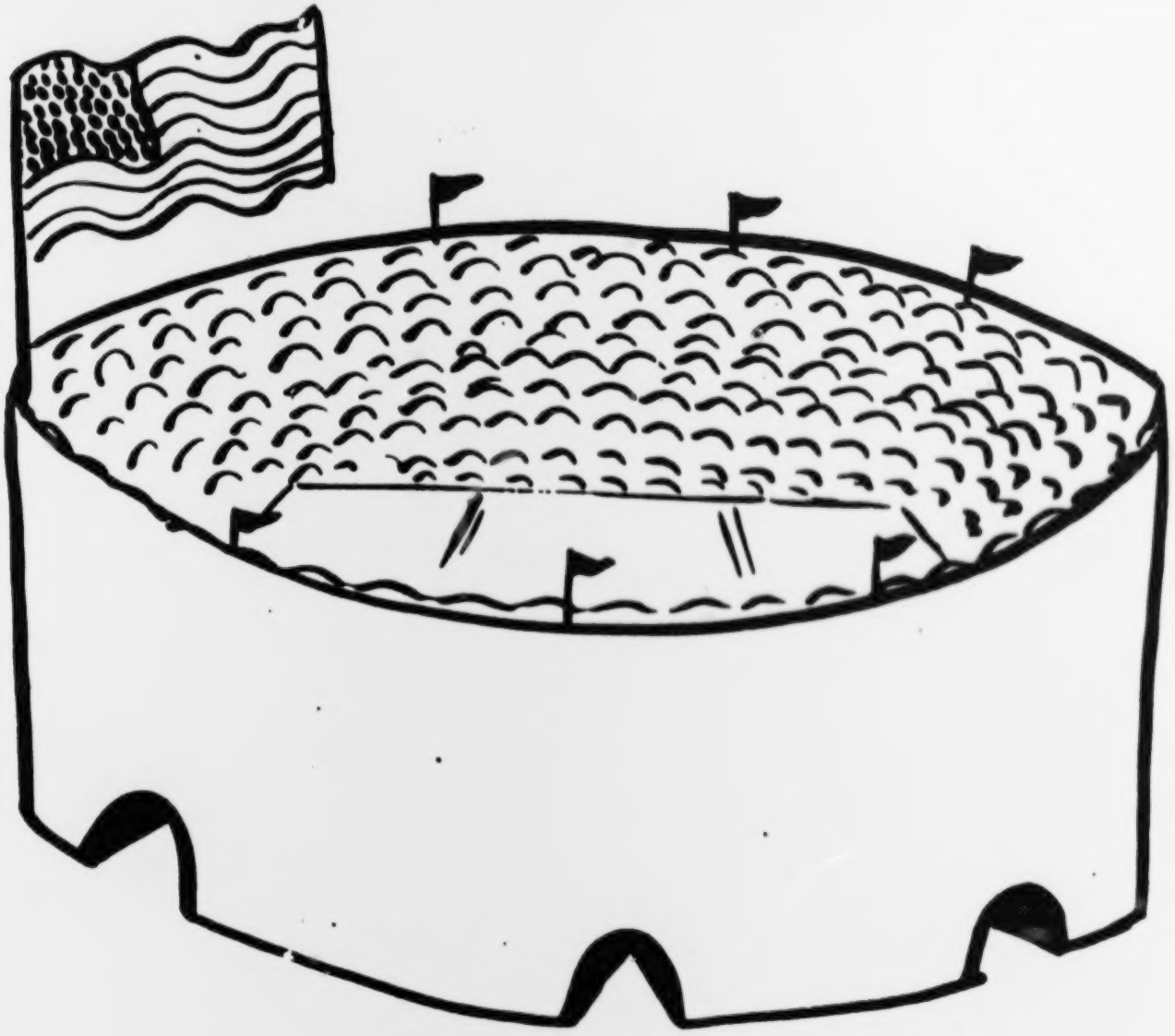








THE PLAY / stadium

# SECTION D

## ORGANIZATIONAL GUIDELINES AND SUGGESTIONS

Good directions are a result of two steps:

1. thorough, systematic planning
2. careful implementation

**PLANNING:**

- use the (draft) Spanish Literacy, ESL, Civics course outline as the center of your curriculum
- utilize supplementary materials identified in the course outline
- plan lessons that progress in small steps
- make the activities meaningful to students
- lesson plans should always **INTRODUCE, PRACTICE AND REVIEW**
- use a variety of techniques to address students' individual learning styles (eg., aural, oral, visual, kinesthetic.)

**IMPLEMENTATION:**

- establish a SIGNAL for groups to change activity (e.g. teacher raises hand, uses a timer)
- use both oral and written directions
- Have the full attention of the class when giving directions
- give directions immediately before the activity
- when giving directions use them sequentially using 1st, 2nd, 3rd
- check for understanding ... "What's the first thing you'll do?" "... the second ...?" etc.
- have a student repeat the directions
- evaluate student progress in a non-threatening manner
- give a great deal of positive REINFORCEMENT

**SELF-ESTEEM EXERCISES:**

It is suggested that the first week be spent primarily on the self-esteem exercises. These exercises give the student the opportunity to become accustomed to (1) being in a classroom (2) sharing information (3) listening to others and (4) expressing an opinion. The first week is critical. Students will form their opinion about the program and the teacher. The exercises will increase student self-esteem and self-confidence. Don't be afraid to try your own ideas.

**TAKING CARE OF BUSINESS:**

- Explain to the students that the first week will be spent as a whole group. The second week will begin the usage of groups.

- Demonstrate to the students what your rules/procedures are for your classroom. e.g. roll sheets, using equipment, getting materials etc.

- Make sure you explain and practice emergency procedures. Review these procedures throughout the year.

- As the first week is spent as a whole group building self-esteem and confidence, begin observing/evaluating your students for placement in groups.

**STUDENTS SHOULD LEAVE THE CLASSROOM FEELING ENTHUSIASTIC ABOUT THE PROGRAM, KNOWING SOMETHING ABOUT THEIR TEACHER, PEERS AND THE SCHOOL.**

## OBJECTIVES FOR THE FIRST DAY

Each student needs to feel **comfortable** with the teacher, the other students and the expectations of the program. For this reason, the self-esteem exercises are very important. These suggestions may be repeated as new students enroll.

**THE TEACHER:**

Students need to know something about the teacher. You want to make the anxiety level of your students as low as possible. Let them know you are approachable and that you care about them.

**THE STUDENTS:**

Students want to know who their peers are. It's good for them to hear that their peers have similar backgrounds. They are then not intimidated by classmates, but can identify with them.

**THE PROGRAM:**

Your students should feel <u>enthusiastic</u> about the program. They need to know how they can succeed in the program ... what do they need to do, what are the expectations, what are the timelines, what are the goals?

**SPECIAL AREAS:**

Take the class on a walk. Show them the location of bathrooms, office, telephones, break areas and any other important areas that they might need to know.

## PREVENTING PROBLEMS:

1. **WHEN A STUDENT IS ABSENT:**

   Have one student from the group be responsible for writing the date on any handout for the day and insert it into the absent student's folder.

2. **LATE - COMERS:**

   Students should know that when they arrive late and the teacher is with a group, he/she should not be interrupted. The late arriver should go to another student in his group and ask for instructions.

3. **ASSIGNMENTS:**

   Make sure the assignments for the independent work is appropriate to the level of the group. If it's too easy the students will finish faster than you anticipate. If it is too difficult, the students will become frustrated. Select activities in which students will be successful. An example will usually help to clarify directions.

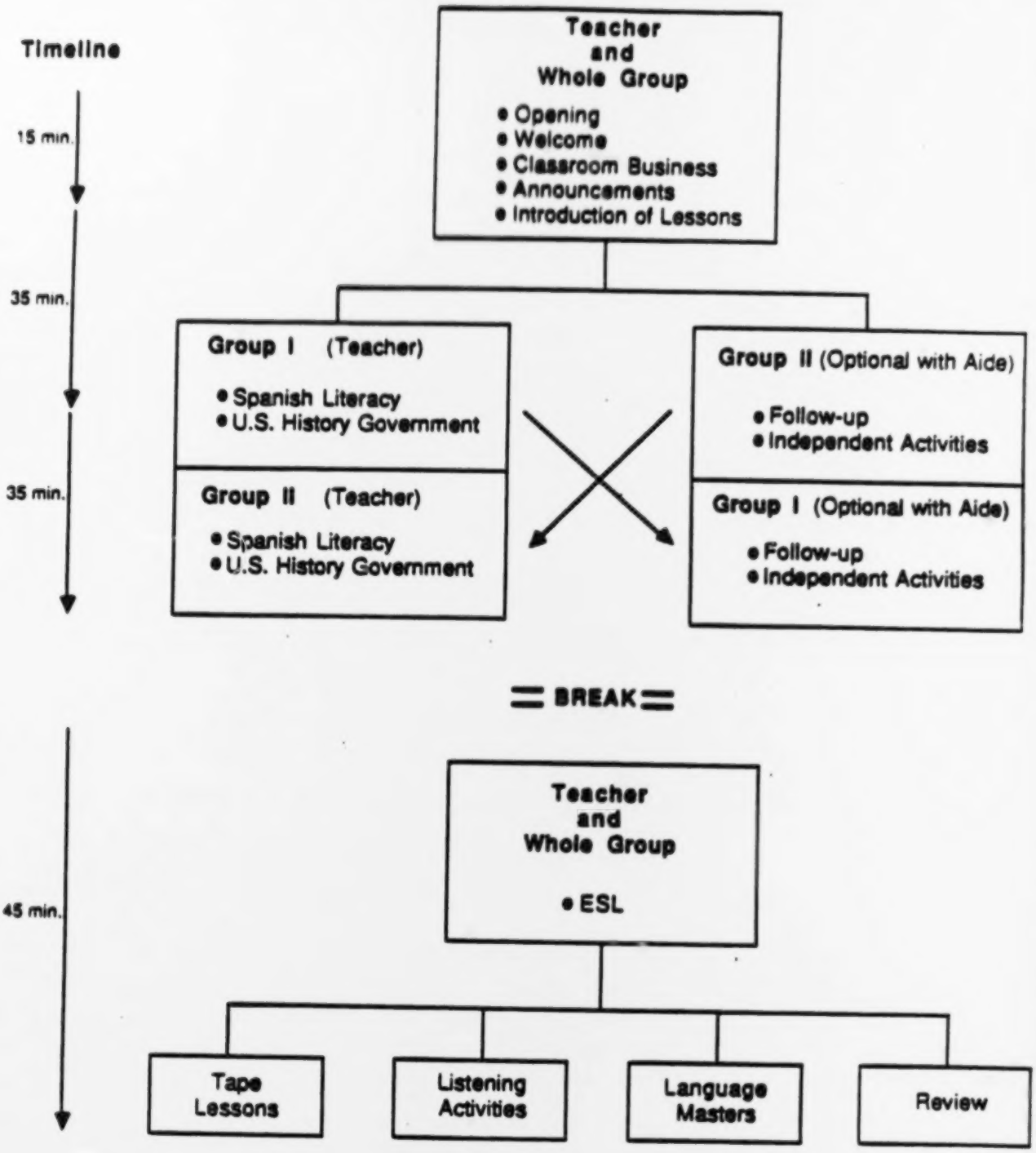
4. **GROUPING:**

   Once you've had the opportunity to observe the abilities and needs of your students divide the class into two groups. Possible grouping may include: (1) by ability, (2) by mixed ability for peer tutoring, (3) by congeniality among student. As a student's ability/interest changes they may be moved into another group.

5. **CLASSROOM FOLDERS:**

   Make sure that each student has a folder. Consider color coding by groups and initially appoint one student from each group to distribute. Later, as students are able to read their own names they can get their own folders.

## SUGGESTED CLASS ORGANIZATION




* This organization would begin the 2nd week of class.

## DIVISION OF ADULT AND OCCUPATIONAL EDUCATION
## SPANISH LITERACY, ESL, CIVICS

## SUGGESTED LESSON FORMAT (2 1/2 HOURS)

| | TIME | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | EQUIPMENT MATERIALS |
|---|---|---|---|---|---|---|
| SPANISH LITERACY | Group I (35 Min.) | TEACHER DIRECTED<br>• Recognize Letters<br>FOLLOW-UP<br>• Recognizing Letters Handout #____ | TEACHER DIRECTED<br>• Match initial letter with visual<br>FOLLOW-UP<br>• Matching initial letter Handout #_ _ _ | TEACHER DIRECTED<br>• Recognize letter by touch<br>FOLLOW-UP<br>• Sandpaper cutouts Handout #6 | TEACHER DIRECTED<br>• I.D. Consonant sound in initial position<br>FOLLOW-UP<br>• Consonant sounds Handout # | • Handouts #_ _ _ _<br>• Sandpaper cutouts<br>• Overhead projector<br>• Letter visuals |
| | Group II (35 Min.) | FOLLOW-UP<br>• Sounds of letters Handout # ____<br>TEACHER DIRECTED<br>• Recognize letters | FOLLOW-UP<br>• Recognizing letters Handout #_ _ _ _<br>TEACHER DIRECTED<br>• Match initial letter with visual | FOLLOW-UP<br>• Matching initial letter Handout # _ _<br>TEACHER DIRECTED<br>• Recognize letter by touch | FOLLOW-UP<br>• Sandpaper cutouts Handout #_<br>TEACHER DIRECTED<br>• I.D. Consonant sound in initial position | |
| | BREAK (30 Min.) | BREAK | BREAK | BREAK | BREAK | |
| ESL | Entire Class (45 Min.) | • Understanding Who | • Understanding What | • Understanding Where | • Understanding When<br>• Review | • Visuals |

# SECTION E

**PATHWAYS**
**Sample Lesson Plan**
**Vocational English as a Second Language**

**OVERVIEW:**

Abram Friedman Occupational Center (AFOC) is located at 1646 South Olive Street, Los Angeles California 90015. Their telephone number is, area code (213) 742-7657. At AFOC there is a program called Vocational English as a Second Language (VESL). The VESL Center at AFOC helps students who are limited in English and who are enrolled in a vocational training class. At the center you will learn VOCATIONAL vocabulary, conversation, pronunciation, safety rules, work maturity and pre-employment skills.

A student may be referred to the VESL Center by their counselor or vocational teacher. Some examples of vocations are, auto mechanics, business education, drafting and health occupations.

For five hours a week you will attend the center. There you may work by yourself, in a group or with a friend.

If you want to know more about the VESL Center, talk to a counselor or call 62-LEARN (625-3276).

**PATHWAYS**
**VESL Activity Sheet I**
**Understanding What You Have Read**

Look at the overview again. Answer or discuss these questions.

1. Where is Abram Friedman Occupational Center located?

2. What is the telephone number at AFOC?

3. What is the name of the program the overview talks about?

4. Who does the center help?

5. What will you learn in this class?

6. If you want to know more about the VESL program what two things can you do?

**PATHWAYS**
**VESL Activity Sheet II (for the teacher)**

1. Point out AFOC on a map. Ask students how to get there on the bus.
2. Discuss Occupational Center. What does it mean?
3. Have students practice asking one another and giving the area code and phone number to AFOC.
4. Discuss acronyms (AFOC) and how they are used.
5. Elicit from students occupations. Discuss or write on the board vocational vocabulary for each occupation. Relate this to the VESL program.
6. Discuss and give examples of work maturity and pre-employment skills.
7. Calculate what five hours a week for one month equals.
8. Ask students to write their daily schedule. Next have them include in their daily schedule how attending a VESL class for five hours a week for a period of one month would alter their schedule.
9. Prepare students to call 62-LEARN to find out more information.
10. Have a student who's been prepared to actually call the 62-LEARN number and report to the class what they learned.

VEREDAS

RESUMEN:

Abram Friedman Occupational Center (AFOC) está localizado en 1646 Sur de la calle Olive, en Los Angeles, California 90015. El número de teléfono es, area (213) 742-7657. En AFOC hay un programa llamado Inglés Vocacional como Segundo Idioma (VESL).

El Centro VESL en AFOC ayuda a los estudiantes que carecen del inglés y que están matriculados en alguna clase de entrenamiento vocacional. En el VESL ud. aprenderá vocabulario vocacional, conversación, pronunciación, proteccion específica a vocación, madurez para el trabajo y destrezas de pre-empleo.

El estudiante puede ser recomendado al Centro VESL por su consejero o maestro vocaciona.. Algunos ejemplos vocacionales son, automecánica, educación de empresas, dibujo, y ocupaciones de salubridad. Por cinco horas a la semana ud. asistirá al Centro. Alli ud. podrá trabajar por sí mismo, en grupo, o con amigos.

Si Usted quiere saber más acerca del programa VESL hable con un consejero o llame al 62-LEARN (625-3276).

## REFERENCES

## SUGGESTED MATERIALS AND OTHER RESOURCES


Arco Iris de Letras: Juego, dibujo y aprender a leer y escribir. Alamada y Calderón. (Editorial Trillas, S.A. de C.V.)

Aurora: Libro Primero. Blazquez V. (Endiciones Aurora.)

Comparing English and Spanish: Patterns in Phonology and Orthography. Nash. (Regents Publishing Co., Inc.)

En el País de las Letras: Cuaderno de Escritura. Primer grado. Carbajal. (Editorial Trillas, S.A. de C.V.)

En el País de las Letras: Libro de Lectura. Primer grado. Carbajal, García, Guadarrama, García, Vera. (Editorial Trillas, S.A. de C.V.)

Espiando Palabras; Actividades de Lenguaje y Aprendizaje. Grado Uno. Davidson. Continental Press, Inc.

Juguemos a Leer y Escribir: Cuaderno de Tareas. Montenegro de Sánchez y Ahumada de Díaz. (Editorial Trillas, S.A. de C.V.)

Mi Primera Fonética. Bishop y Kosnik. (National Textbook Company.)

Mis Primeras Letras, Basurto y Castillo Basurto. (Editorial Trillas, S.A. de C.V.)

Alfabeto Español. Poster Cards. Muñoz-Allen. Pan American.

Destrezas Visual - Motoras: Nivel A: Duplicating Masters. Maney. (Continental Press, Inc.)

Diversiones para Práctica Fonética: Duplicating Masters. Marco. (Continental Press, Inc.)

Espiando Palabras Grado Dos: Duplicating Masters. Davidson. (Continental Press, Inc.)

Leamos: Spanish Developmental Reading. A complete program that takes the student from reading readiness to functional literacy. (Paul S. Amidon and Associates, Inc., St. Paul, Minnesota.)

SUGGESTED MATERIALS (continued)

Libro Mural de Alfabetización. Blázquez. (Ediciones Aurora.)

Lotería de Sílabas. Bilingual Language Materials. (Pan American Bookstore.)

Mexico, Land of Contrasts and Changes. Carmen Sánchez-Sadek, Ph.D, and Paula A. Hassinger, M.A. Collection of 4 filmstrips and 3 audio-cassettes. (Car-la Educational Enterprises, Los Angeles).

Nosotros Leemos. Video and newspaper Spanish literacy program for adults. (Learning Achievement Corporation, Los Angeles).

Pistas en Dibujos: Crucigramas para Práctica Fonética. Biddle. (Continental Press, Inc.)

Vocabulario Illustrado: A Bilingual Word Book. Bermudez, García, Oteo, Ramirez, Tcachuk. (Scott Foresman.)